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Saint Mary's College
NOTRE DAME • INDIANA

LONGITUDINAL STUDY OF FRESHMEN ENTERING IN 1982 IN THEIR SENIOR YEAR - SPRING 1986

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Prepared by:

Sr. Jeanette Lester, CSC
Institutional Researcher
April 4, 1986

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INTRODUCTION

In the Fall of 1982, incoming freshmen were given a survey which included questions regarding their college goals, degree aspirations, religious preferences, and several scales developed by ETS: Family Independence, Peer Independence, and Social Conscience. In order to do a longitudinal study, ID's were requested, but only 74 percent (270 of 366 completing the survey) listed them. Of this number, there were 231 still enrolled in their senior year, and they were sent surveys including the same questions in late January, 1986. Table I gives the response rate as of March 10, 1986: 161 or 70 percent. This is a very good response rate and should assure the returns are representative. On several tables the percentages of the respondents as freshmen and the percentages of all 366 freshmen respondents in 1982 answering certain ways have been included; it will be noted that the percentages are almost identical, indicating that the respondents were very like the entire entering freshmen group in 1982 on these dimensions.

TABLE I
RESPONSE TO SURVEYS

No. Responding as Freshmen in 1982	366
No. with ID Numbers	270
Withdrawn or graduated	- 39
Sent senior surveys January 27, 1986	231
Returned completed surveys by March 10, 1986	161* = 70%

*2 additional surveys received after data processed

In order to assess change from freshman to senior year, most of the tables show how those who responded certain ways as freshmen responded as seniors. To make clear the pattern, the same responses both as freshmen and as seniors have been enclosed in a block. For example, Table II shows that 77 percent of respondents who considered "broaden intellectual interests" a "very" important college goal as freshmen still rate it so as seniors, while only 38 percent who considered it "quite" important as freshmen are still of that opinion as seniors and 58 percent consider it "very" important as seniors.

IMPORTANCE OF GOALS AND ACHIEVEMENT OF GOALS

Respondents were asked to rate five goals as to importance to them for their college years--very, quite, little, not. Table II gives the total responding for each degree of importance as freshmen and the responses for the same students as seniors. It will be noted that for those who considered a goal "very" important on entering, a relatively high percent (62 to 85)

TABLE II
IMPORTANCE OF GOALS FOR COLLEGE YEARS

As Seniors	As Freshmen: Very No.	Very %	Quite No.	Quite %	Little No.	Little %	Not No.	Not %	No Ans. No.	No Ans. %		
A. Broaden Intellectual Interests												
Very	89	77.	26	58.	0		0		0		115	71.4
Quite	25	22.	17	38.	0		0		0		42	26.1
Little	2	2.	1	2.	0		0		0		3	1.9
Not			1	2.	0						1	0.6
Total as Fr.	116	101.	45	100.	0		0		0		161	100.0
% as Fr.		72.		28.		0		0		0		
All entering Fr.*		73.										
B. Develop Religious & Ethical Values												
Very	47	65.	22	31.	1	6.	0		0		70	43.5
Quite	22	31.	43	61.	15	83.	0		0		80	49.7
Little	2	3.	2	3.	2	11.	1	100.	0		7	4.3
Not	1	1.	1	1.	0		0		0		2	1.2
No Ans.	0		2	3.	0		0		0		2	1.2
Total as Fr.	72	100.	70	99.	18	100.	1	100.	0		161	99.9
% as Fr.		45.		44.		11.		1.				
All entering Fr.*		43.										
C. Increase Effectiveness in Getting Along with Different Kinds of People												
Very	78	62.	16	49.	0		0		0		94	58.4
Quite	43	34.	14	42.	2	100.	0		0		59	36.6
Little	3	2.	0	0	0		0		0		3	1.9
Not	2	2.	3	9.	0		0		0		5	3.1
Total as Fr.	126	100.	33	100.	2	100.	0		0		161	100.0
% as Fr.		78.		21.		1.						
All entering Fr.*		72.										
D. Mature as a Person												
Very	115	85.	17	81.	0		1	50.	0		133	82.6
Quite	19	14.	4	19.	3	100.	0		0		26	16.1
Little	0		0		0		0		0		0	0
Not	1	1.	0		0		1	50.	0		2	1.2
Total as Fr.	135	100.	21	100.	3	100.	2	100.	0		161	99.9
% as Fr.		84.		13.		2.		1.				
All entering Fr.*		83.										
E. Decide on a Career and Qualify for It												
Very	91	71.	16	50.	0		1	100.	0		108	67.1
Quite	34	27.	15	47.	0		0		0		49	30.4
Little	1	1.	1	3.	0		0		0		2	1.2
Not	2	2.	0		0		0		0		2	1.2
Total as Fr.	128	101.	32	100.	0		1	100.	0		161	99.9
% as Fr.		79.		20.				1.				
All entering Fr.*		77.										

*Included all who completed survey on entering but are not in this survey because they failed to give an ID, did not return the Senior Survey, or have withdrawn.

NOTE: The enclosed blocks show the percent of freshmen who answered in the same way as seniors.

still considered it "very" important as seniors. The most change for this group was for "develop religious and ethical values" and "increase effectiveness in getting along with different kinds of people" which 31 and 34 percent, respectively, evaluated as "quite" important. Except for "religious and ethical values" half or more of those who had rated a goal "quite" important as freshmen evaluated it as "very" important as seniors, the largest change being for "mature as a person," which 81 percent considered "very" important as seniors. None or very few of those evaluating a goal as of "little" importance as freshmen so evaluated it as seniors, with the highest number changing to "quite" especially with regard to "develop religious and ethical values."

Thus, although the freshman rating of a goal as "very" important tended to be fairly stable, there was considerable change in perception of the importance of a goal from freshman to senior year, some reflecting an increase in importance and some a decrease. However, when summarizing the evaluations of the total group as freshmen and as seniors (see Table III), the percentages evaluating degrees of importance are quite similar. The largest differences for the "very" important evaluation are for the goals of "increase effectiveness in getting along with different kinds of people" (down from 78 percent for freshmen to 58 percent for seniors) and "decide on a career and develop skills and knowledge to qualify for it" (down from 80 percent to 67 percent). The reason for the drop in the "very" important evaluation of the "getting along with different kinds of people" goal is not known. An analysis by field of major as seniors shows a drop for all except social work majors (only three) with the largest drops for elementary education, science, and nursing majors. The drop in "very" important evaluation of the "career" goal also affected all major fields except elementary education majors, which went up slightly, and business administration majors, which remained the same. The ranking of "very" important goals for freshmen places the personal development, the career, and the personal relationship goals in one, two, three order, while as seniors the top three are the personal development, the intellectual, and then the career goals.

When adding the "very" and "quite" important ev aluations together, only two goals showed an increase in importance: "develop religious and ethical values and ability to apply to life situations" (from 88 percent to 93 percent) and "mature as a person" (97 to 99 percent).

Table IV shows senior satisfaction with progress toward achieving these goals. When combining the "very" and "quite" satisfied evaluations, the rank order is: "mature as a person" - 87%; "broaden intellectual interests" - 84%; "increase effectiveness in getting along with others" - 81%; "decide on career and develop skills to qualify" - 72%; and last "develop religious/ethical values and be able to apply them" - 58%. The percentage of dissatisfaction was low, the highest being 12 percent for the "religious/ethical values" goal and 9 percent for the "career" goal. These two areas customarily have been rated lowest in satisfaction and these percentages are not high but suggest continuing attention. Comments were not requested, and, thus, specific satisfactions or dissatisfactions were not cited.

TABLE III
SUMMARY OF IMPORTANCE OF GOALS AS FRESHMEN AND AS SENIORS (PERCENT)

	Very		Quite		Very + Quite		Little		Not	
	Fr.	Sr.	Fr.	Sr.	Fr.	Sr.	Fr.	Sr.	Fr.	Sr.
Broaden intellectual interests	72.0	71.4	28.0	26.1	100.0	97.5	0	1.7	0	0.6
Develop religious/ ethical values	44.7	43.5	43.5	49.7	88.2	93.2	11.2	4.3	0.6	1.2
Increase effectness in getting along w/others	78.3	58.4	20.5	36.6	98.8	95.0	1.2	1.9	0	3.1
Mature as person	83.9	82.6	13.0	16.1	96.9	98.7	1.9	0	1.2	1.2
Decide on career & develop skills	79.5	67.1	19.9	30.4	99.4	97.5	0	1.2	0.6	1.2

TABLE IV
SENIOR SATISFACTION WITH PROGRESS TOWARD ACHIEVING GOALS

Goals	Very		Quite		Fairly		Some Dissat.		Very Dissat.	
Broaden intellectual interests	66	41.0	69	42.9	22	13.7	2	1.2	2	1.2
Develop religious/ ethical values	33	20.6	60	37.5	48	30.0	17	10.6	2	1.3
Increase effectness in getting along w/others	60	37.3	70	43.6	26	16.1	2	1.2	3	1.9
Mature as a person	76	47.2	64	39.8	16	9.9	2	1.2	3	1.9
Decide on career & develop skills to qualify	58	36.0	58	36.0	31	19.3	11	6.8	3	1.9

Relating "very" and "quite" satisfied ratings to major fields shows the highest percent of social science majors gave these ratings to the intellectual goal (90%) while the lowest percent (67%) was for social work majors. However, the highest percent of social work majors (100%) were "very" or "quite" satisfied with progress toward "getting along with people," followed by elementary education majors (89%). For the "mature as a person" goal, the ratings were about equally high except for elementary education majors which was comparatively low (72%). As might be expected, the highest percents of "very" and "quite" satisfied ratings of the career goals were for the career-oriented fields of business, elementary education, and nursing (88-84%) and the lowest were for arts (20%), humanities (59%), and social sciences (62%).

HIGHEST DEGREE PLANNED

Table V shows the changes in degree plans for the same students as freshmen and as seniors. One of the greatest changes was for entering freshmen who had indicated Bachelor's as the highest degree planned--only 35 percent of them still aspire to that degree as the highest. The larger percent (56.) now aspire to a Master's and about 7 percent intend to obtain doctorates, professional or other. For seniors who aspired to a Master's degree as freshmen, 65 percent still believe that is the highest degree they will obtain, but 28 percent now aspire to PhD's or professional doctorates.

Of respondents who had aspired to a JD as freshmen, 57 percent still do so as seniors, while 14 percent aspire to a PhD-EdD. However, 28 percent of them now intend degrees lower than the doctorate, mostly Master's. The most significant drops in aspirations were for freshmen who originally intended to obtain a PhD-EdD or MD-DDS-DVM. Only 20 percent and 8 percent, respectively, still intend to obtain those degrees. About 23 percent of those originally intending to obtain a medical doctorate now desire a PhD.

Thus, the Saint Mary's experience was particularly effective in raising aspirations for those intending only Bachelor's and Master's degrees as freshmen and in maintaining the intentions to secure a JD (or other doctorate), but not so effective for those whose original aspirations were for PhD's or medical doctorates (only 11% of entering freshmen). The drop here, howev er, may be due to more realistic expectations regarding these degrees. However, other alumnae surveys show Saint Mary's graduates have a lower rate of PhD and medical doctorate attainments than some other women's colleges and suggests more encouragement toward these aspirations.

When comparing the total group as freshmen and as seniors, the increase in aspiration level is apparent, with only 17 percent now intending only the Bachelor's compared to 39 percent as freshmen, 57 percent desiring a Master's compared to 40 percent as freshmen, and 12 percent aspiring to a PhD-EdD compared to only 3 percent as freshmen.

Table VI shows the highest degree planned as freshmen and seniors by major shown as seniors.

TABLE V
HIGHEST DEGREE PLANNED - AS FRESHMEN AND AS SENIORS

	As Freshmen														Total as Seniors	
As Seniors	Bachelor No.	Bachelor %	Master No.	Master %	PhD,EdD No.	PhD,EdD %	JD No.	JD %	MD,DDS,DVM No.	MD,DDS,DVM %	Other No.	Other %	No.	%
Bachelor	22	35.	4	6.	0		1	7.	1	8.	0		28	17.4
Master	35	56.	42	65.	3	60.	3	21.	8	61.	1	100.	92	57.1
PhD-EdD	1	2.	12	19.	1	20.	2	14.	3	23.	0		19	11.8
JD	2	3.	5	8.	0		8	57.	0		0		15	9.3
MD,DDs,DVM	1	2.	1	1.	0		0		1	8.	0		3	1.9
Other - Not Sure	0	0	1	1.	0		0		0		0		1	0.6
No Ans.	2	3.	0		1	20.	0		0		0		3	1.9
Total as Freshmen	63	101.	65	100.	5	100.	14	99.	13	100.	1	100.	161	100.0
% as Fr.		39.		40.		3.		9.		8.		1.		
All entering Freshmen*		39.		39.		4.		10.		7.		1.		

*See note on Table II

TABLE VI
SUMMARY OF HIGHEST DEGREE PLANNED AS FRESHMEN AND AS SENIORS BY MAJOR* (PERCENT)

Major Field		Bach.	Mast.	PhD-EdD	JD	MD, DDS, DVM	No Ans. or Other	No.
Total	As Fr.	39.1	40.4	3.1	8.7	8.1	0.6	161
	As Sr.	17.4	57.1	11.8	9.3	1.9	2.5	
Arts	As Fr.	60.0	40.0	0	0	0	0	5
	As Sr.	20.0	80.0	0	0	0	0	
Human-ities	As Fr.	34.1	40.9	4.5	18.2	2.3	0	44
	As Sr.	18.2	45.5	15.9	13.6	0	6.8	
Soc. Sci.	As Fr.	19.0	42.9	4.8	19.0	14.3	0	21
	As Sr.	9.5	52.4	9.5	28.6	0	0	
Social Work	As Fr.	33.3	33.3	33.3	0	0	0	3
	As Sr.	0	66.7	33.3				
Science & Math	As Fr.	21.1	42.1	0	0	31.6	5.3	19
	As Sr.	10.5	63.2	15.8	0	10.5	0	
Nursing	As Fr.	57.9	21.1	5.3	0	15.8	0	19
	As Sr.	26.3	63.2	5.3	0	5.3		
ElEd	As Fr.	50.0	50.0	0	0	0	0	18
	As Sr.	11.1	66.7	22.2	0	0	0	
BBA	As Fr.	50.0	43.8	0	6.3	0	0	32
	As Sr.	25.0	59.4	3.1	9.4		3.1	

*First major named by Seniors

RELIGIOUS PREFERENCE AS FRESHMEN AND AS SENIORS

Table VII shows changes in religious preference from freshman to senior year. In national studies, college students have been found to decrease conventional religious preferences and increase in "no" religious preference. There was a small tendency in this survey among respondents who were Catholics as freshmen to move in those directions--with 1 percent changing to "no" preference and 2 percent to "other" religions. However, the percent giving Catholic as their religious preference remained quite stable--98.8 percent as freshmen and 96 percent as seniors.

It is noted that among all freshmen who completed the survey, 96.2 percent were Catholic and 3.3 percent were Protestant compared to the 98.8 and 1.2 percent of those completing the survey as seniors. While this is a small difference, religious preference may be related to attrition.

TABLE VII
RELIGIOUS PREFERENCES AS FRESHMEN AND AS SENIORS

	As Freshmen					
As Seniors	Catholic		Protestant		No. & % as Seniors	
Catholic	154	97.	1	50.0	155	96.
Protestant	0		1	50.0	1	1.
Jewish	0		0		0	0
Other	3	2.	0		3	2.
None	2	1.	0		2	1.
No. & % as Freshmen	159	100. 98.8	2	100.0 1.2	161	100.
All entering Freshmen		96.2		3.3	None = 0.5	

STATUS DESIRED IN FIFTEEN YEARS

Table VIII shows the changes in desired status in fifteen years. Most of these changes were toward "married career woman with children." In total, 13 percent of seniors aim to be homemakers with children compared to 16 percent as freshmen; the percentage of those wanting to be married careerists with no children dropped from 5 percent of freshmen to 1 percent of seniors; and 80 percent of seniors desire to be married career women with children compared to 61 percent as freshmen. None want to be single or nuns. Thus, families continue to be an important goal for SMC students, but most intend also to have a career.

TABLE VIII
STATUS DESIRED FIFTEEN YEARS FROM NOW

	As Freshmen											
As Seniors	Homemaker-No Child.		Homemaker-Children		Married Career Woman-No Child.		Married Career Woman-Children		Not Sure		Total as Senior	
Homemaker, No Child.	0		0		0		0		0		0	
Homemaker-Children	1	100.	9	36.	1	13.	8	8.	2	7.	21	13.
Married careerist-No Children			1	4.	0		0		1	3.	2	1.
Married careerist-Children			12	48.	6	75.	88	90.	22	76.	128	80.
Not Sure			3	12.	1	12.	2	2.	4	14.	10	6.
Total-As Fr.	1	100.	25	100.	8	100.	98	100.	29	100.	161	100.
% As Fr.		0.6		15.5		5.0		61.		18.		

VOLUNTEER SERVICE ACTIVITY

Table IX shows the percentage of respondents who reported as freshmen that they had engaged in volunteer activity in the year past with certain degrees of frequency and compares it with their status as seniors. In general, the movement was toward "not at all," with 45 percent of seniors not engaging in volunteer work compared to 32 percent of the same group as freshmen. The greater amount of time needed for study in college and the possibility that some must work to pay for expenses may be the reason for this finding. However, 21 percent of those who as freshmen reported no engagement in volunteer activity, as seniors reported volunteer activity of once a week and another 18 percent participated in such activities once or twice a month. There was also a movement among those who had been volunteers toward more frequent volunteer activity as seniors. The fact that over half (55%) of seniors have been engaged in volunteer activity in the past year seems commendable.

TABLE IX
FREQUENCY OF VOLUNTEER SERVICE ACTIVITY IN PAST YEAR

	As Freshmen (No. & %)											
As Seniors	Once a Week		Twice a Month		Once a Month		Not at All		No Answer		No. & % as Seniors	
Once a week	12	31.	10	38	13	31.	11	21.	1	50.	47	29.2
Twice a month	7	18.	2	8.	2	5.	3	6.			14	8.7
Once a Month	5	13.	5	19.	11	26.	6	12.			27	16.8
Not at All	15	39.	8	31.	16	38.	32	61.	1	50.	72	44.7
No Answer	0		1	4.	0		0				1	0.6
No. & % as Freshmen	39	100.1 24.2	26	100.0 16.1	42	100.0 26.1	52	100.0 32.3	2	100.0 1.2	161	100.0

[illegible] INDEPENDENCE AND SOCIAL CONSCIENCE SCALES

In the late 1960's and early 1970's there was considerable research by Educational Testing Service and other researchers using the College Student Questionnaire. This instrument included three scales which were used in the 1982 Freshman Survey and again in the survey of these freshmen as seniors in 1986 (with permission of ETS). The scales were used to determine change as a group, if any, (controlling for individuals in a group) while at Saint Mary's. All scales are of 10 questions with answers weighted 1 to 4, for possible scores of 10 to 40.

One of the scales is the Family Independence scale which is defined to refer to generalized autonomy in relation to parents and family. High scorers tend to perceive their families as not closely united and they themselves not concerned about living up to parental expectations, while low scores suggest "psychological" dependence on parents and family. The Peer Independence scale refers to generalized automony in relation to peers. High scorers might be thought of as unsociable, introverted or inner-directed, while low scores suggest conformity to prevailing peer norms, sociability and other-directedness. Some research on maturing of students in college has found a general move toward less family dependence and more peer dependence. The Social Conscience scale is defined as moral concern about perceived social injustice.

When the freshman survey was conducted, the scores were divided into rough quartiles (not precise, as can be seen in the percentages in each category, because of bunching at certain scores). Table X shows the senior respondents who scored at certain levels as freshmen and as seniors. (These are not matched scores--Table XI shows results for the same person as freshman and senior.)

The results for Family Independence show that although the mean did not increase a great deal overall, there was a decrease in the percentage scoring at the lowest level and an increase in percentage at the highest level, showing some movement toward family independence. The freshman mean was at the 46th percentile for the norm group of all women in Catholic colleges (hereafter called "all women") while the senior mean was at the 50th percentile.

The mean on the Peer Independence scale remained the same for the entire group as freshmen and as seniors--at the 34th percentile for the "all women" norm group. However, there was an increase in percentage of about 5 points in the lowest range and a smaller increase at the highest range.

The greatest difference between freshman and senior scores both in mean and percentage was for the Social Conscience scale, where there were decreased percentages at all lower levels and an 18 point increase in percentage at the highest level. The mean for the freshmen was at the 64th percentile for the "all women" group and at the 72nd percentile for the respondents as seniors.

Table XI shows the means of the "quartile" groups based on freshman scores with the means for these same students as seniors. This was done in order to see if change was evident for those who originally scored low or high.

Range of Scores on Family Independence Scale

	Freshmen No.	Freshmen %	Seniors No.	Seniors %	Difference in %
16 and Below	47	30.1	34	21.9	- 8.2
17 - 19	39	25.0	47	30.3	+ 5.3
20 - 22	40	25.6	35	22.6	- 3.0
23 and Up	30	19.2	39	25.2	+ 6.0
	156		155		
Mean	19.2		19.8		
Range	13-30		11-36		

Difference significant at .0001 level

Range of Scores on Peer Independence Scale*

18 and Below	34	21.7	41	26.3	+ 4.6
19 - 21	50	31.8	46	29.5	- 2.3
22 - 23	34	21.7	27	17.3	- 4.4
24 and Up	39	24.8	42	26.9	+ 2.1
	157		156		
Mean	21.2		21.2		
Range	12-30		12-33		

Difference significant at .0001 level

Range of Scores on Social Conscience Scale

29 and Below	35	24.1	29	20.0	- 4.1
30 - 31	36	24.8	20	13.8	- 11.0
32 - 34	43	29.7	39	26.9	- 2.6
35 and Up	31	21.4	57	39.3	+ 17.9
	145	100.0	145	100.0	
Mean	31.7		32.7		
Range	12-40		16-40		

Difference significant at .0001 level

*Higher scores indicate greater independence or social consciousness.

NOTE: These are scores of the total respondents as seniors and as freshmen, but they are not matched scores (i.e., the same person as freshman and as a senior). The next table shows the results for the same persons as freshmen and as seniors.

For Family Independence it will be noted that those at the lowest level as freshmen showed more independence as seniors while those at the highest levels showed less. Several norm groups are shown at the bottom of Table XI. Based on the distribution of means of all Catholic colleges, the SMC freshmen mean fell at the 15th percentile while the senior mean was at the 26th. (See Figure 1) Thus, compared to other Catholic institutions, our mean was very low. However, when comparing to all women in Catholic colleges, as noted earlier, the freshman mean was at the 46th percentile and the senior at the 50th. (See Figure 2) When examining the quartile means, it will be

TABLE 11

MEANS ON FAMILY INDEPENDENCE, PEER INDEPENDENCE, AND SOCIAL CONSCIENCE SCALES - FRESHMEN AS SENIORS

Quartile as Freshmen	Mean as Freshmen	Mean as Seniors	Difference as Seniors
Family Independence Scale			
Lowest	15.0	17.3	+ 2.3
Next to Lowest	18.0	19.4	+ 1.4
Next to Highest	20.9	20.3	- 0.6
Highest	25.3	23.1	- 2.1
Total	19.2	19.8	+ 0.6
All Entering Freshmen	19.4		
Peer Independence Scale			
Lowest	16.7	18.6	+ 2.1
Next to Lowest	20.2	20.3	+ 0.1
Next to Highest	22.4	22.4	-
Highest	25.3	23.3	- 2.0
Total	21.2	21.2	0
All Entering Freshmen	21.1		
Social Conscience Scale			
Lowest	26.4	29.0	+ 2.6
Next to Lowest	30.7	32.6	+ 2.1
Next to Highest	33.0	33.3	+ 0.3
Highest	37.0	35.2	- 1.8
Total	31.7	32.7	+ 1.0
All Entering Freshmen	31.7		

	NORM GROUPS Mean	SD	SE of Mean
Family Independence			
All Women, Catholic Colleges	19.9	5.06	
Means, Roman Catholic Coll.	20.8	5.00	1.54 SD of Means
Saint Mary's (As Fresh.)	19.2	3.92	0.314
(As Seniors)	19.8	4.62	0.371
Peer Independence			
All Women, Catholic Colleges	22.7	5.70	
Means, Catholic Colleges	23.1	3.93	0.64 SD of Means
Saint Mary's (As Fresh.)	21.2	3.23	0.258
(As Seniors)	21.2	3.83	0.307
Social Conscience			
All Women, Catholic Colleges	30.1	4.49	
Means, Roman Catholic Coll.	29.2	4.67	1.58 SD of Means
Saint Mary's (As Fresh.)	31.68	4.10	0.340
(As Seniors)	32.72	4.03	0.334

Figure 1

Comparative Institutional Means- Standard Score and Percentile Equivalents

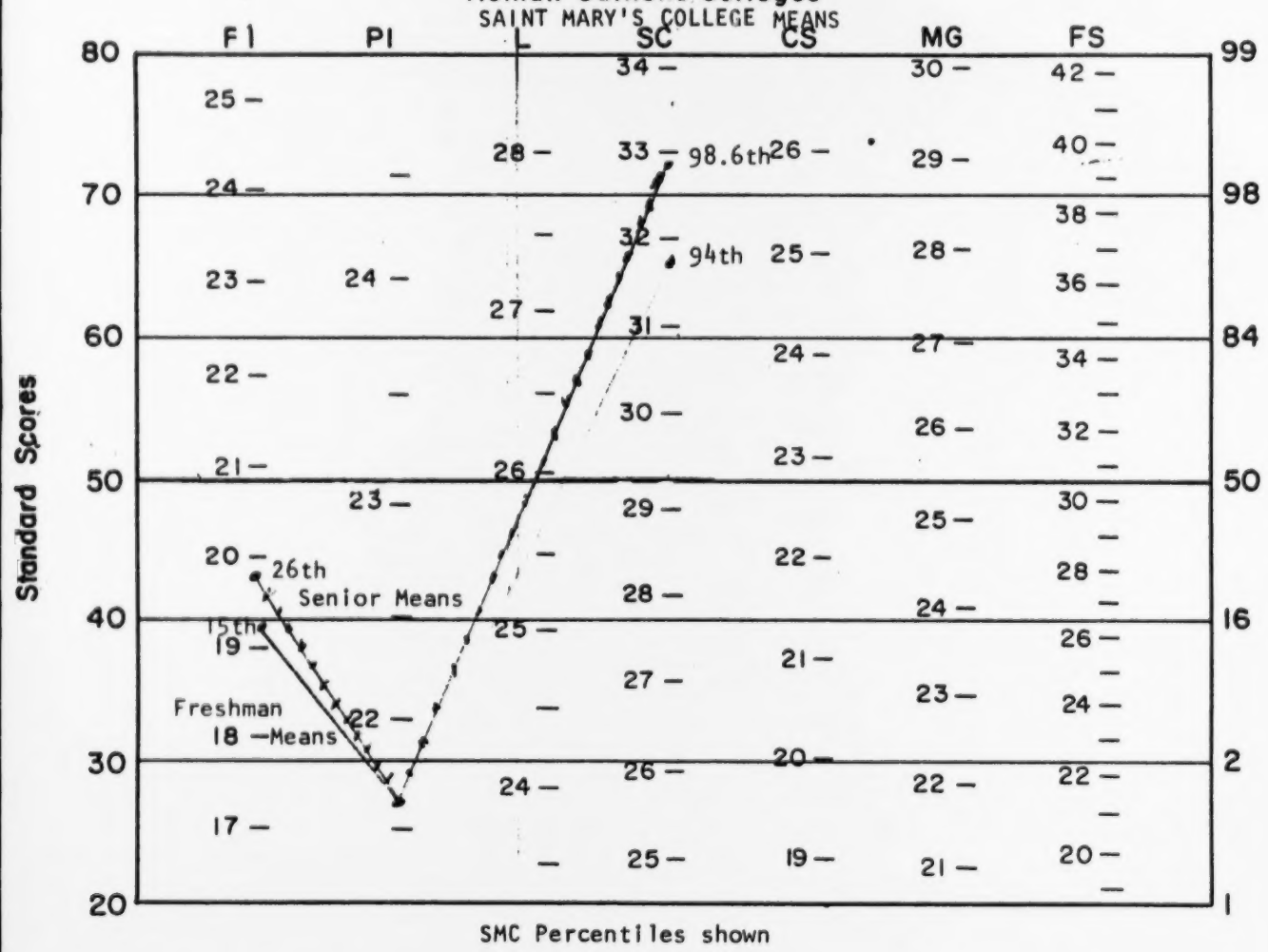
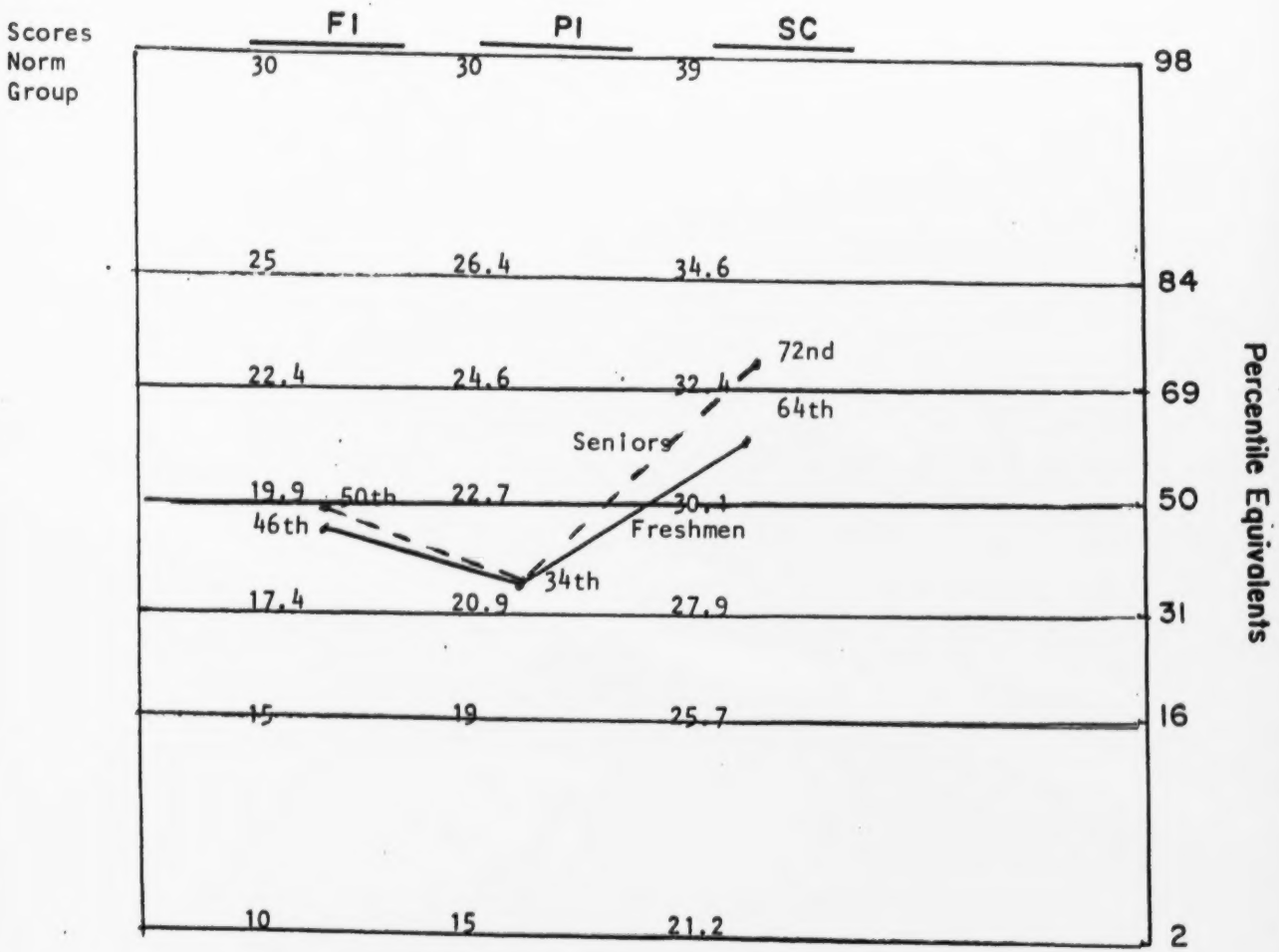


FIGURE 2



NORM GROUP - WOMEN STUDENTS IN CATHOLIC COLLEGES
Percentiles of SMC Means Shown

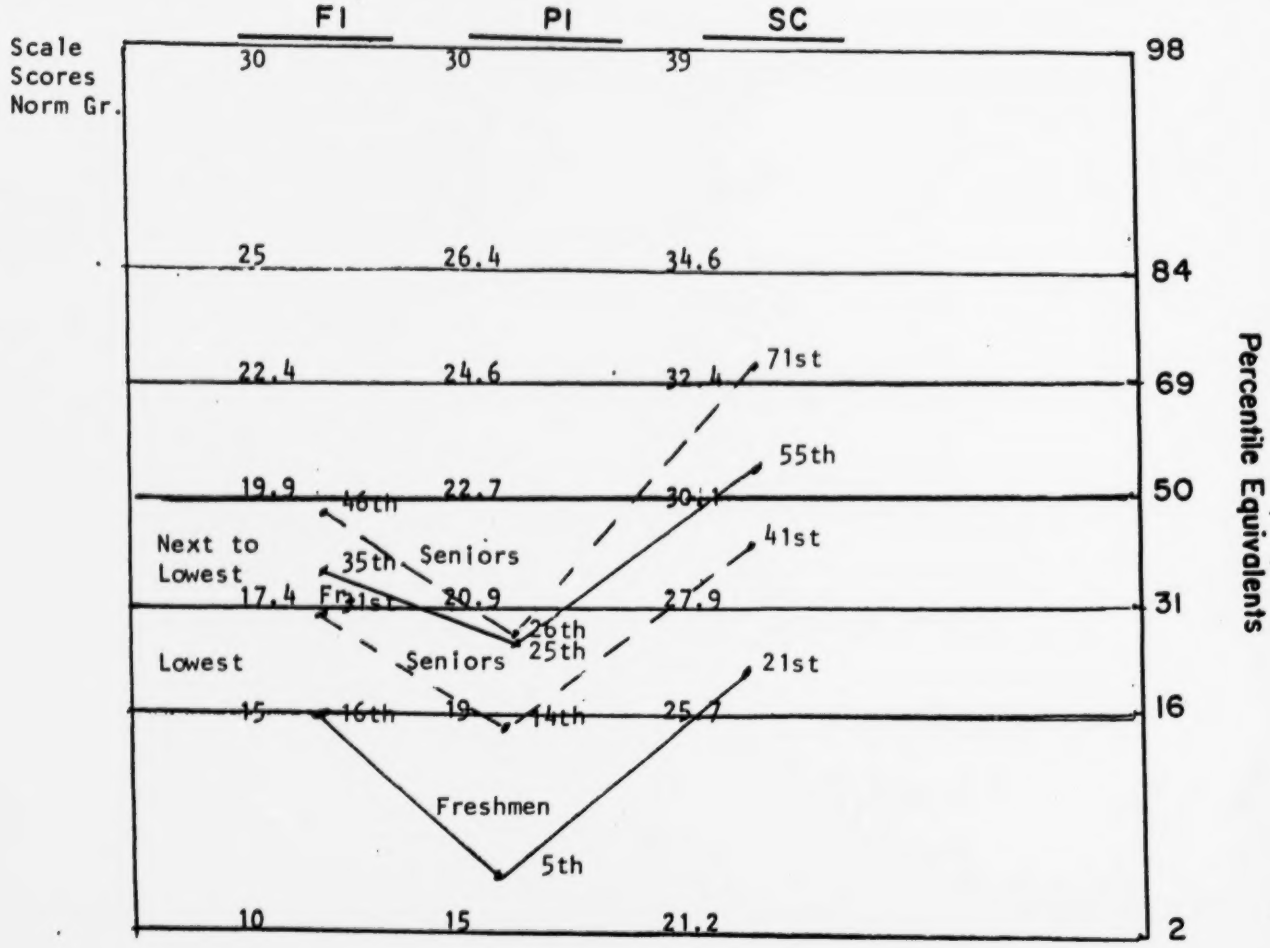
noted that the means of the two lowest groups moved from the 16th to 31st percentile of the "all women" norms and from the 35th to 46th (See Figure 3). Although the means for the two highest groups decreased, the senior means were still above the median--from 58th as freshmen to 53rd percentile as seniors, and from 86th to 74th for the highest group. (See Figure 4). Thus, it appears that the college experience affected favorably the very dependent groups while the independent groups remained above the average, though not as high above as when entering.

It will be noted that the scale defines high scorers as those who perceive their families as not united and themselves not concerned about family needs or desires. Thus, it is not surprising that the average is rather low for our family-oriented students. The answers to the one question in the scale on how dependent or independent respondents see themselves are analyzed in Table XII to see if that definition might be more indicative of "family independence." There was a decrease from 65 percent seeing themselves as "quite dependent" and "somewhat dependent" as freshmen to 51 percent as seniors and an increase from 34 percent seeing themselves as "fairly" or "very" independent as freshmen to 48 percent as seniors. However, there might be concern over those who as seniors believe they are dependent but as freshmen believed they were independent (about 9 percent of all respondents). Also, over half the seniors see themselves as "dependent."

TABLE XII
ASSESSMENT OF DEGREE OF DEPENDENCE/INDEPENDENCE ON PARENTS

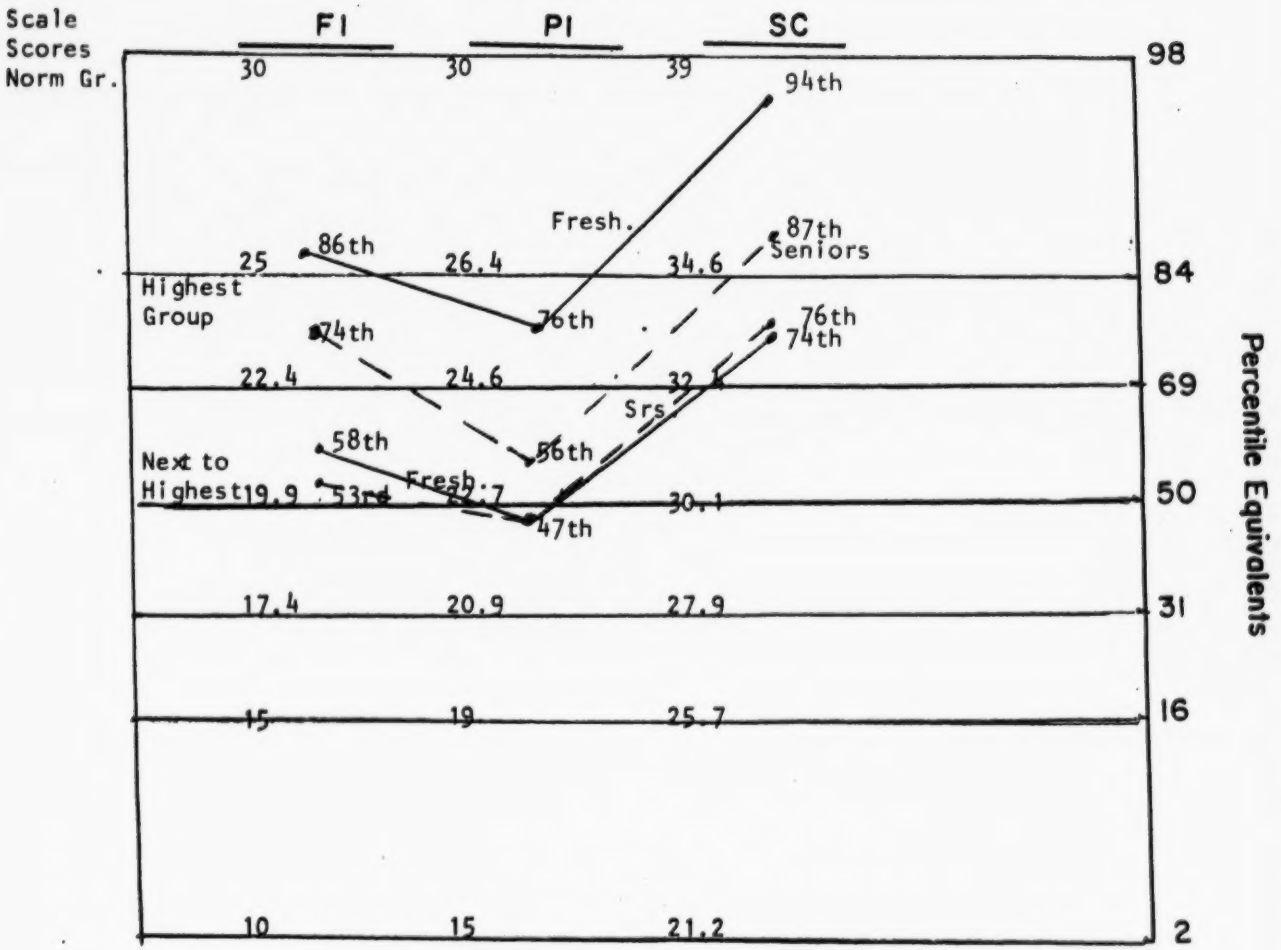
	As Freshmen											
As Seniors	Quite Dependent		Somewhat Dependent		Fairly Independent		Very Independent		No Answer		Total & % as Seniors	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Quite Dependent	8	24.	13	18.	2	4.	0				23	14.
Somewhat Dependent	20	61.	27	38.	11	23.	2	29.			60	37.
Fairly Independent	4	12.	26	37.	30	63.	1	14.	2	100.	63	39.
Very Independent	1	3.	4	6.	5	10.	4	57.			14	9.
No Answer	0	0	1	1.	0	0	0	0			1	1.
Total As Freshmen	33	100. 21.	71	100. 44.	48	100. 30.	7	100. 4.	2	100. 1.	161	100.

Figure 3



NORM GROUP - WOMEN STUDENTS IN CATHOLIC COLLEGES
SMC MEANS OF TWO LOWEST GROUPS AS FRESH.
Percentile ranks shown

Figure 4



NORM GROUP - WOMEN STUDENTS IN CATHOLIC COLLEGES
MEANS - SMC TWO HIGHEST GROUPS AS FRESHMEN
%ile Ranks Shown

For those scoring lowest as freshmen on the Peer Independence scale, there was an increase in the mean as seniors of 2 points (from the 5th to the 14th percentile on "all women" norms), and a very slight increase in the next to lowest group (from 25th to 26th percentile). There was no change in the mean of the next to highest group (47th percentile) and a drop of 2 points in the mean of the highest group (from 76th percentile to 56th percentile). Thus, again the results would indicate some decrease in dependence on the peer group for those most dependent on entrance and a slight decrease in independence for those most peer independent on entering, which may be the result of the socializing process and might, in fact, be desirable if high scores denote unsociability and introversion. Increased peer dependence for some would follow findings in other studies.

The overall mean on this scale did not change and remained low on both norms--at about the second percentile on the institutional means of Catholic colleges and the 34th for "all women." Only the highest quartile had a mean above the average. The scale defines low scores as conforming to peer norms, sociability and other-directedness and apparently the college experience did not influence a great deal of change either away from or toward this description. However, several questions from the scales were analyzed to see if some changes were evident. The most change occurred on "consider how friends will react before doing something" (Table XIII). Only 20 percent of those who as freshmen answered "always" still answered that way and 58 percent of those who answered "usually" as freshmen moved to more independent answers. Overall, the "always-usually" answers decreased from 48 per cent as freshmen to 34 percent as seniors, whereas the "sometimes-usually not" increased from 51 percent to 65 percent.

TABLE XIII
CONSIDER HOW FRIENDS WILL REACT BEFORE DOING SOMETHING

	As Freshmen											
As Seniors	Yes, Always		Usually		Sometimes		Usually Not		No Answer		Total as Seniors	
Always	[3	20.]	6	10.	1	1.	1	8.	1	100.	12	7.
Usually	4	27.	[20	32.]	19	27.	1	8.			44	27.
Sometimes	8	53.	33	53.	[35	50.]	6	46.			82	51.
Usually Not	0		3	5.	14	20.	[5	39.]			22	14.
No Answer	0		0		1	1.	0				1	1.
Total as Freshmen	15	100. 9.	62	100. 39.	70	99. 43.	13	100. 8.	1	100. 1.	161	100.

In an attempt to analyze possible college influence on these independence dimensions, means were analyzed by leadership in college and by participation in an abroad program. Table XIV shows that those who assumed no leadership positions in college had the highest Family Independence mean as freshmen and it remained about the same as seniors. Those who held one or several leadership positions gained 1 point on the mean--from about 19 to about 20. However, the mean for those having no leadership positions in college dropped .4 point, while for those having one leadership position it increased .3 point. More leadership positions resulted in no change or a decrease in mean. Thus, it appears that holding one or two leadership positions in college may have some relationship to greater independence but more than that is not a positive influence.

TABLE XIV
MEANS ON FAMILY INDEPENDENCE AND PEER INDEPENDENCE SCALES AS RELATED TO LEADERSHIP IN COLLEGE

Leadership in College	Mean as Freshmen	Mean as Seniors	Difference as Seniors
Family Independence Scale			
No leadership position	19.8	19.7	- 0.1
One leadership position	19.1	20.1	+ 1.0
Several leadership positions	18.8	19.9	+ 1.1
Four or more leadership positions	18.8	18.7	- 0.1
Total	19.2	19.8	+ 0.6
Peer Independence Scale			
No leadership position	21.2	20.8	- 0.4
One leadership position	21.4	21.7	+ 0.3
Several leadership positions	20.9	20.9	-
Four or more leadership positions	21.2	21.0	- 0.2
Total	21.2	21.2	

Table XV shows the relationship of participation in abroad programs (50 participants) on Family and Peer Independence and on the Social Conscience scales. These statistics show that those who participated in some abroad program had the same mean as other freshmen on the Family Independence scale, a lower mean than non-participants on the Peer Independence scale, and a higher mean than non-participants on the Social Conscience scale. The change in mean as seniors, however, shows little relationship to participation (both groups gaining about equally) except for a gain of .4 of a point on the Peer Independence scale compared to a loss of .2 of a point for non-participants.

TABLE XV
MEANS ON FAMILY INDEPENDENCE, PEER INDEPENDENCE AND SOCIAL CONSCIENCE AS RELATED TO PARTICIPATION IN AN ABROAD PROGRAM

Abroad Program	Mean as Freshmen	Mean as Seniors	Difference as Seniors
Family Independence Scale			
Participated	19.2	20.0	+ 0.8
Did not participate	19.2	19.8	+ 0.6
Peer Independence Scale			
Participated	20.6	21.0	+ 0.4
Did not participate	21.5	21.3	- 0.2
Social Conscience			
Participated	32.7	33.6	+ 0.9
Did not participate	31.3	32.3	+ 1.0

The Social Conscience mean of the respondents as freshmen, as noted earlier, was at the 94th percentile of institutional means of Catholic colleges and for seniors was almost at the 99th percentile (Figure 1, p. 12). However, when comparing with all women in Catholic colleges (whose mean was much higher than men) it was at the 64th percentile as freshmen and the 72nd as seniors (Figure 2, p. 13). When comparing means for the quartiles as freshmen and as seniors, it is found that the lowest two quartiles had the highest gains while the highest quartile had a small loss (See Figures 3 & 4, pp. 15 & 16). Based on the "all women" norms, the mean for the lowest quartile as freshmen increased from the 21st to 41st percentile as seniors and the mean for the next to lowest quartile increased from the 55th percentile to the 71st percentile. The increase for the next to highest quartile was small--from 74th to 76th percentile, while the mean for the highest quartile decreased from 94th quartile as freshmen to 87th quartile.

Thus, the mean for all respondents as freshmen was above average (64th percentile) and as seniors increased to the 72nd percentile. But, most importantly, the respondents who were in the lowest quartile as freshmen increased the most while those who were already high on the scale remained high. It seems that the college experience was quite effective as a positive influence on Social Conscience.

OVERALL SATISFACTION

Respondents were asked to evaluate their satisfaction with opportunities provided by Saint Mary's for development as well-rounded persons. Table XVI shows that 31 percent are "very" satisfied (compared to 37 percent of 1985 seniors), 46 percent are "quite" satisfied (compared to 43 percent of 1985 seniors) and 16 percent are "fairly" satisfied for a total of 93 percent satisfied (compared to 95.5 percent of 1985 seniors).

Comments were not requested, but a few respondents did add comments, particularly the "dissatisfied." Among the "very" dissatisfied, one believes opportunities in her major field (Communications) are limited and one believes "many girls" leave here "depressed and frustrated." Of those "somewhat" dissatisfied, one commented that she finds Saint Mary's a closed community with poor attention to minorities and catering to wealthy women who are unaware of poverty and other social problems. (The scores on the Social Conscience scale would tend to discount this statement.) Another found her counseling poor which resulted in not being given the opportunity for abroad or Washington programs.

The analysis on Table XVI of overall satisfaction by major field shows some variations in satisfaction, particularly in the "very" satisfied ratings. The Arts area has the highest percentage of "dissatisfaction" but the number of respondents is so small, the number of dissatisfied is only one. The next highest percentage of dissatisfaction is for Social Science fields (14%--three persons).

Another analysis of satisfaction was made by cume GPA (Table XVII). The degree of satisfaction/dissatisfaction was related to this factor, with the highest percentage of dissatisfaction for those with GPA's of 2.01-2.49 (20%) and the highest percentage of satisfaction for those with 3.5-4.0 averages (96%).

To try to identify other areas which might be related to satisfaction in general, a correlation study was done between satisfaction with progress toward each of the goals and satisfaction in general. Correlations were low but positive, the highest being for the "intellectual goal," .28 (significant at .001 level), the next being for "religious and ethical values," .24 (significant at the .001 level), followed closely by "effectiveness in getting along with different kinds of people," .23 (significant at the .002 level). Of these goals, the "religious/ethical values" goal had the lowest percent of satisfaction; an increase in satisfaction with this goal might result in higher overall satisfaction.

SUMMARY AND CONCLUSION

Goal Importance. The freshman rating of a goal as "Very" important tended to be fairly stable, but there was considerable change in perception of importance of a goal from freshman to senior year. However, when summarizing the evaluations of the total group as freshmen and seniors, only two had an increased percentage of "very" and "quite" important ratings: "develop religious and ethical values and ability to apply" and "mature as a person."

TABLE XVI
SATISFACTION WITH OPPORTUNITIES FOR DEVELOPMENT AS WELL-ROUNDED PERSONS BY MAJOR FIELDS (SENIORS)

Major Field	Satisfaction (No. and % of Those Answering) Very No.	Very %	Quite No.	Quite %	Fairly No.	Fairly %	Total Sat. No.	Total Sat. %	Some Dissat. No.	Some Dissat. %	Very Dissat. No.	Very Dissat. %
Arts (Art, Music, Theater)*	2	50.	1	25.	0		3	75.	1	25.	0	
Humanities (Comm., Enlt/wrtg., Hist., Hum.St., ModLang., Philos., Rel.St.)	17	39.	20	46.	5	11.	42	96.	1	2.	1	2.
Soc.Sci. (Govt., Sociol., Psych.)	6	29.	8	38.	4	19.	18	86.	3	14.	0	
Social Work	0		3	100.	0		3	100.	0		0	
Sci. and Math	9	47.	7	37.	2	11.	18	95.	0		1	5.
Nursing	3	16.	8	42.	8	42.	19	100.	0		0	
Elem. Ed.	6	33.	8	44.	3	17.	17	94.	0		1	6.
B.B.A.	7	22.	18	56.	4	13.	29	91.	2	6.	1	3.
Total	50	31.	73	46.	26	16.	149	93.	7	4.	4	3.

*One did not answer this question.

TABLE XVII
SATISFACTION WITH OPPORTUNITIES FOR DEVELOPMENT AS WELL-ROUNDED PERSONS, BY CUME GPA (SENIORS)

GPA	Satisfaction (No. and % of Those Answering)* Very No.	Very %	Quite No.	Quite %	Fairly No.	Fairly %	Total No.	Total %	Some Dissat. No.	Some Dissat. %	Very Dissat. No.	Very Dissat. %	Number No.	Number %
2.01 - 2.49	3	30.	4	40.	1	10.	8	80.	1	10.	1	10.	10	100.
2.5 - 2.99	11	24.	18	39.	13	28.	42	91.	3	7.	1	2.	46	100.
3.0 - 3.49*	23	30.	38	50.	11	15.	72	95.	2	2.5	2	2.5	76	99.
3.5 - 4.0	13	46.	13	46.	1	4.	27	96.	1	4.	0		28	100.
Total	50	31.	73	46.	26	16.	149	93.	7	4.	4	3.	160	100.

*One did not answer this question.

Progress Toward Goals. The highest percent of satisfaction with progress toward goals was for the "intellectual" goal, followed by "mature as a person" and "increase effectiveness in getting along with others."

Highest Degree Planned. The Saint Mary's experience was particularly effective in raising aspirations for higher degrees among freshmen intending only Bachelor's or Master's degrees. However, freshmen entering with a goal of PhD/EdD or MD/DDS/DVM tended to decrease their goal aspirations. Overall, by senior year, there was a decrease in percentage desiring only a Bachelor's and an increase in the percentages desiring Master's and PhD/EdD's.

Religious Preference. A high percent of freshmen entering with Roman Catholic preference retained this preference as seniors, 97 percent, with 3 percent preferring "other" or "no religion." One freshman Protestant prefers Roman Catholic as a senior.

Status Desired in Fifteen Years. Most of the change in this dimension from freshman to senior year was to "married career woman with children." Overall, the percentage desiring this status increased from 61 percent to 80 percent.

Volunteer Service Activity. In general the movement from freshman to senior year was toward no volunteer work, that percentage increasing from 32 to 45. However, 39 percent of those who had done no volunteer work the year prior to entering as freshmen, reported being active as seniors, and there was increased frequency among those who had performed volunteer work once or twice a month before freshman year. Over 55% of seniors performed volunteer services in the past year.

Dependence/Independence Scales. The analysis showed that the mean on the Family Independence scale increased somewhat from freshman year to senior year, from the 46th to 50th percentile compared to all women in Catholic colleges. The freshmen lowest in Family Independence increased the most in independence, while those entering at a high level, decreased some but remained above the average. The Saint Mary's mean of freshmen on the Peer Independence scale was very low (34th percentile) compared to the women in Catholic colleges norm group, and did not change for seniors. The lowest scoring group increased the most from freshman to senior year but was still low. The college experience apparently did not influence a great deal of change either way, as measured by this scale.

An analysis of several college opportunities--leadership and programs abroad--to see if participation was related to increased independence showed that holding one or several leadership positions was related only to an increase in the Family Independence mean. Participating in an abroad program had some relationship to Peer Independence.

While there was an increase in independence for freshmen who entered very dependent, in general the Saint Mary's respondents appeared to have gained little in independence as measured by these scales, especially in Peer Independence.

Social Conscience Scale. The Saint Mary's experience seems to have been most effective in increasing social conscience. The mean of entering freshmen was high (64th percentile for women in Catholic colleges), but increased to the 72nd in the senior year. Further, the lowest two quartiles as freshmen had the highest gains.

Overall Satisfaction. Over 93 percent of seniors were satisfied with opportunities at Saint Mary's for their development as well-rounded persons. This is a slightly lower percent than for 1985 seniors (95.5), but no specific reasons for the slight decrease could be identified. Comments were not requested and those who volunteered did not agree on specific reasons for dissatisfaction (each had different complaints). There was a relationship between degree of satisfaction and cume GPA, those with the lowest GPA's having the highest percent of dissatisfaction and those having the highest GPA's having the highest degree of satisfaction.

Conclusion. These findings suggest that overall the 1985 seniors are satisfied with opportunities provided by Saint Mary's for their development as well-rounded persons. Their evaluation of progress toward goals indicate that the greatest satisfaction is with "intellectual" and "mature as a person" goals.

Differences between freshman and senior years show the greatest positive effects of the Saint Mary's experience have been to increase aspirations for higher degrees and to raise the level of "social conscience." There was some increase in "family independence" and "peer independence" for those at the lowest levels on entrance, but overall "family independence" increased only to the mean of "all women" norm group (which was based on entering freshment) and fell below the mean on "peer independence." These areas, then, may warrant further study and attention.